



Office of Statewide Health Planning and Development

Healthcare Workforce Development Division

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SITE VISIT REPORT

Mount St. Mary's College, Department of Nursing

Report completed by: Terrie Smith

Date: May 19, 2009

Time: 1:00 p.m. – 4:30 p.m.

Location: Mount St. Mary's College, Department of Nursing
10 Chester Place
Los Angeles, Ca 90007

Discussion: Dr. Marsha Sato, Director of MSN Program, completed the Site Visit Tool and provided all attachments. See staff comments in blue provided throughout document.

Staff also met with Dr. Rosie Curtis, Dean of Nursing, with various MSN Nursing faculty and Jeremy Niculescu, Director of Corporate and Foundation Relations. Song-Brown staff received a tour of the Department of Nursing building

The College's historic Doheny Campus near downtown Los Angeles opened in 1962 on what was once the Doheny Family estate. The Doheny Campus is situated on wooded grounds in the Historic West Adams District. It is home to the famous Doheny Mansion as well as a number of other homes built around 1900 that are now used for classes, offices, and student housing. Mount St. Mary's is the only Catholic college primarily for women in the western United States, although both its graduate and weekend baccalaureate programs for adults are co-ed. The MSN program is dedicated to building leadership skills and fostering a spirit to serve the community. The MSN program is a 35-42 unit graduate program of study for nurses who are seeking professional development to become nurse educators, administrators, community health nurses, and clinical nurse specialists.

The Mount St. Mary's Chalon Campus is located just above the Getty Center in the hills of Brentwood and is home to the College's ADN nursing program.

Site Tour: Song-Brown staff toured the Los Angeles Children's Hospital located on Sunset Boulevard where we were given a tour of the Critical Care Ward by Dr. Madeleine Bruning, Assoc. Professor of Nursing from Mount St. Mary's college. Dr. Bruning teaches pediatrics in the ADN Program and the NUR 200 Advanced Health Assessment at the graduate level.

Findings: At this time minimum standards have not been created for the Registered Nurse Education Programs within the Song-Brown Program, however the MSN Program at Mount St. Mary's College meets the goals and objectives of the Song-Brown Program.

SONG-BROWN HEALTHCARE WORKFORCE TRAINING PROGRAM SITE VISIT EVALUATION REVIEW

REGISTERED NURSE EDUCATION PROGRAM: MSN Program at Mount St. Mary's College

Date of Site Visit: May 19, 2009

Site Review Staff: Melissa Omand and Terrie Smith

Names and Titles of Persons Interviewed:

Dean of Nursing: Dr. Rosie Curtis

Director of MSN program: Dr. Marsha Sato

Director of Corporate and Foundation Relations: Jeremy Niculescu

Nursing Faculty: Jean Gima, Miyo Minato, Dr. Becky Otten, Dr. Sharon Vairo

Staff and Faculty from agency site visit to Childrens Hospital of Los Angeles:

Dr. Madeleine Bruning (faculty), Fran Guzek (5W manager), and

Cathy Kissinger (6E manager)

Site visit questions relate to the Song-Brown Healthcare Workforce Training Act Standards for Registered Nursing Education Programs, established by the California Healthcare Workforce Policy Commission, pursuant to Health and Safety Code 128200, et seq. Each training program standard is presented in italics:

Section I. *Each Registered Nursing Education Program approved for funding under the Song-Brown Healthcare Workforce Training Act (hereinafter "the Act") shall be operated by an accredited California School of Nursing or shall be approved by the Regents of the University of California or by the Trustees of the California State University and Colleges, or shall be approved by the Board of Registered Nursing pursuant to Section 2834-2837, Article 8, Chapter 6, Div. 2, of the Business and Professions Code, or the Board of Governors of the California Community Colleges, and that is approved by the Board of Registered Nursing.*

The following questions relate to **Section I** of the Training Program Standards:

1. Is the education program operated by an accredited California School of Nursing?

Yes ☒ No ☐ N/A ☐

2. Has the program been approved by one of the following entities?

The Board of Registered Nursing?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
The Board of Governors of the CA Community Colleges?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
The Trustees of the California State University?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
The Regents of the University of California?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>

3. What is the NCLEX first time pass rate? N/A. The MSN students are licensed as RN's.

4. What is the overall NCLEX pass rate? N/A. The MSN students are licensed as RN's.
5. How many students do you train each year? Approximately MSN 70 students.

Staff Comments: There are approximately 300 ADN students, 270 BSN students, and 80 in the MSN Excel program.

Comments: The students select one of the following tracks: adult health clinical nurse specialist, community/public health, educator or leadership/administration. In addition, we offer a post-MSN CNS certificate in adult health.

Section II. *Each Registered Nursing Education Program approved for funding under the Act shall include a component of education in medically underserved multi-cultural communities, lower socioeconomic neighborhoods, or rural communities, and shall be organized to prepare registered nursing services in such neighborhoods and communities.*

The following questions relate to **Section II** of the Education Program Standards:

1. Does the education program include a component of training in medically underserved multi-cultural communities, lower socioeconomic areas, or rural communities (hereinafter “component of training”) that is organized to prepare registered nurses for services in such neighborhoods and communities?

Yes ☒ No ☐ N/A ☐

If no, provide comments: _____

2. Describe the location of the education program’s “component of training”?
Check which category(ies) apply:

Training Site Name and Address	Medically Underserved Multi-cultural Community	Lower Socio- Economic Area	Rural Area	None of the Above
California Hospital Medical Center 1401 S. Grand Ave. Los Angeles, CA 90015	x	x		
Cedars-Sinai Medical Center COACH 8700 Beverly Blvd. Los Angeles, CA 90048	x	x		
Cerritos College 11110 Alondra Blvd Norwalk, CA 90650	x	x		
Childrens Hospital of Los Angeles 4650 Sunset Blvd. Los Angeles, CA 90027	x	x		

CSULA 5151 State University Drive Los Angeles, CA 90032	x	x		
CSUN Student Health Center 118111 Nordhoff Street Northridge, CA	x	x		
El Camino College 16007 Crenshaw Blvd Torrance, CA 90506	x	x		
Glendale Community College 1500 N Verdugo Rd Glendale, CA 91208	x	x		
Kaiser Permanente – Culver City 6041 Cadillac Ave Los Angeles, CA 0034	x	x		
Kaiser Permanente – South Bay 25825 So. Vermont Harbor City, CA 90710	x	x		
Kaiser Permanente – LAMC 4867 Sunset Blvd Los Angeles, CA 90032	x	x		
LAC-USC Medical Ctr. College of Nursing 1237 North Mission Rd. Los Angeles, CA 90033	x	x		
LAC-USC Women's & Children Hospital 1240 N. Mission Rd Los Angeles, CA 90033	x	x		
LA Mission and Clinic 303 East 5th Street Los Angeles, CA	x	x		
Long Beach Memorial Medical Center 2801 Atlantic Ave Long Beach, CA 90806	x	x		
Los Angeles Harbor College 1111 Figueroa Ave. Wilmington, CA 90744	x	x		
Pasadena City College 1570 E. Colorado Blvd Pasadena, CA 91106	x	x		
Pasadena Health Department 1845 N Fair Oaks Ave Pasadena, CA 91103	x	x		
Pomona Valley Hospital Medical Center 1798 North Garey Ave.	x	x		

Pomona, CA 91767 Pomona Valley Hospital Medical Center 1798 North Garey Ave. Pomona, CA 91767	x	x		
St. Francis Medical Center 3630 E. Imperial Highway Lynwood, CA 90262 USC University Hospital 1500 San Pablo St. Los Angeles, CA 90033	x	x		
White Memorial Medical Center 1720 Cesar E. Chavez Ave Los Angeles, CA 90033-2481	x	x		

Comments: Within the Los Angeles metropolitan area, all of these training sites have populations of multi-cultural communities that are medically underserved and/or have populations that are from a lower socio-economic environment.

3. Are all of the program's students required to spend part of their education in patient care in the "component of training"?

Yes ☐ No ☐ N/A ☒

Did the site review include a visit to the "component of training"?

Yes ☒ No ☐ N/A ☐

Comments: The students are not required to spend part of their education in patient care in the "component of training" however the students have selected sites that provide care to the medically underserved multi-cultural community and/or are located in lower socio-economic areas.

4. Check all applicable categories that describe the "component of training"?

Name of Training Site	Non-Profit Hospital	Private Hospital	VA Facility	County Facility	Government Owned or Operated Facility	College
California Hospital Medical Center		x				
Cedars-Sinai Medical Center COACH		x				
Cerritos College						x
Childrens Hospital of LA		x				
CSULA						x
CSUN Student Health Center						x
Glendale Community College						x

Kaiser Permanente – Culver City		x				
Name of Training Site	Non-Profit Hospital	Private Hospital	VA Facility	County Facility	Government Owned or Operated Facility	College
Kaiser Permanente – South Bay	x					
Kaiser Permanente – LAMC	x					
LAC- Medical Ctr. College of Nursing				x		
LAC-USC Women's & Children Hospital	x			x		
LA Mission and Clinic	x	x				
Long Beach Memorial Medical Center	x	x				
Los Angeles Harbor College						x
Pasadena City College						x
Pasadena Health Department	x					
Pomona Valley Hospital Medical Center	x	x			x	
St. Francis Medical Center	x	x			x	
USC University Hospital	x	x			x	
White Memorial Medical Center	x	x				

Additional comments relating to compliance with Section II of the Standards (optional):

The education of advanced practice nurses in the Los Angeles area provides our students with experiences rich in culture and variation of lifestyles. There are few places in the United States that can showcase learning opportunities such as those found in Los Angeles. In addition, the majority of our students are of color and either are representative of their culture and/or are familiar with the lived challenges associated with being from a minority group.

Section III. *Appropriate strategies shall be developed by each education institution receiving funds under the Act to encourage Registered Nurses who are educated in the education program funded by the Act, to enter into practice in areas of unmet priority need for primary care family physicians within California as defined by the California Healthcare Workforce Policy Commission (hereinafter referred to as “areas of need”). Such strategies shall incorporate the following elements:*

- A. An established procedure to identify, recruit and admit registered nursing students who possess characteristics which would suggest a predisposition to practice in areas of need, and who express a commitment to serve in areas of need*
- B. An established counseling and placement program designed to encourage education program graduates to enter practice in areas of need.*
- C. A program component such as a preceptorship experience in an area of need, which will enhance the potential of education program graduates to practice in such an area.*

The following questions relate to Section III of the Education Program Standards:

1. Does the program have an established procedure to identify, recruit and admit registered nursing students who possess or express the following characteristics?

- a) A predisposition to practice in areas of need? Yes ☒ No ☐ N/A ☐
- b) A commitment to serve in areas of need? Yes ☒ No ☐ N/A ☐

Comments: Program applicants are required to submit two essays. The admission essay focuses on identifying the applicant’s short and long term goals as an advanced practice nurse. The on-site writing sample focuses on their ability to articulate their vision related to the care of others in a diverse community. These writings provide information regarding the applicant’s predisposition and commitment to practice in areas of need.

Staff Comments: Dr. Sato interviews all applicants that have met the pre-requisites, she then submits her recommendations to the Dean of Nursing.

2. Check all applicable categories that describe the established procedure referenced in Section III of the Education Program Standards (above):

- a) Mission statement speaks to graduate deployment Yes ☒ No ☐ N/A ☐

Staff Comments: The school website states their measure of success is having graduates who are committed to using their knowledge, and skills to better themselves, their environments, and the world.

- b) Website emphasizes underserved areas, populations Yes ☒ No ☐ N/A ☐
- c) Promotion of mission in interviews of training program applicants Yes ☒ No ☐ N/A ☐

d) Weighting of underserved goals affecting ranking of applicants

Yes ☐ No ☐ N/A ☒

e) Special emphasis on recruiting registered nursing students from local community

Yes ☒ No ☐ N/A ☐

f) Developing core faculty with experience in underserved practices

Yes ☒ No ☐ N/A ☐

Staff Comments: Dr. Sato states the faculty is very diverse.

g) Formally promoting registered nursing careers in high schools, colleges

Yes ☒ No ☐ N/A ☐

Other (describe): We have successfully executed our first TAG (Transfer Agreement Guarantee) with Santa Monica College. In addition, we are meeting with El Camino College and Long Beach City College for the same purpose. A TAG provides registered nurses with an associate degree to continue their studies and earn a BSN and MSN degrees. Typically, these nurses are first-generation college students and are persons of color.

3. Describe the portion of the curriculum geared towards cultural competency.

Cultural competency and diversity is an essential component throughout the curriculum. The ability to perform a physical assessment that is culturally competent is the foundation of NUR 200 Advanced Health and Physical Assessment course which is required of all our students. In NUR 202 Current Health Care Issues and Nursing Roles, faculty stress the ethical issues that underlie the need for social justice. Understanding the different learning styles that patients may present related to cultural influences are taught in NUR 206 Educational Theories, Principles, and Methods in Nursing.

a) If cultural competency training is not provided in the program explain why.

4. Does the program have an established counseling and placement program designed to encourage nursing education program graduates to enter practice in areas of need?

Yes ☐ No ☐ N/A ☒

Advisors meet with their students on a regular basis and discuss employment areas of greatest need. Faculty also serve as mentors to students since many of our faculty work in medically underserved multi-cultural communities and lower socio-economic areas. This is supported by having faculty that is representative of our student population of color.

Staff Comments: The MSN students have access to four advisers 24/7.

Does the program provide any type of support services for students?

- ☐ NCLEX Preparation -- Define the nature of your NCLEX preparation in space provided below.
- ☒ Skills Lab
- ☒ Tutoring
- ☒ Mentoring
- ☒ Safety Issue

Are these services free to the students?

Yes ☒ No ☐ N/A ☐

Our skills course is staffed by three (3) nurse practitioners. Two of these three are doctorally prepared. Tutoring is provided through a series of APA writing style seminars. In addition, a graduate writing tutor is available through our Learning Resource Center.

5. Check all applicable categories that describe the established counseling and placement program referenced in Section III of the Education Program Standards (above):

- a) Faculty advisors/hospital management promote practice Opportunities Yes ☒ No ☐ N/A ☐
- b) Coordination with Health Professions Education Foundation's RN education scholarships and loan repayment Yes ☒ No ☐ N/A ☐
- c) Coordination with community healthcare employers in recruiting program graduates Yes ☒ No ☐ N/A ☐
- d) A program matching registered nurses with underserved areas Yes ☐ No ☐ N/A ☒

Additional comments relating to compliance with Section III of the Standards (optional):

Dr. Marsha Sato has been appointed to serve on the Diversity Project which is a CINHC (California Institute for Nursing and Health Care) initiative. CINHC is committed to increasing the diversity in the nursing workforce. This committee is looking at different strategies to meet the goal. One of its goals is to establish a statewide network of mentors to support minority nursing students as they complete their education.

Song-Brown Program questions:

1. What is the ratio of faculty to students during clinical training? It varies from 1:3 to 1:18 dependent upon the track. The students are registered nurses and have assigned agency-preceptors to facilitate their learning experiences.
2. Is the faculty member at the clinical training site with the students? The faculty member may make site visits. Students are on-site with their assigned agency-preceptors. Faculty are in communication with preceptors through telephone conversations and email correspondence.
3. If applicable, how do you feel your program benefited from Special Program funding?

Our program received partial funding for a Special Program to educate staff nurses to become clinical nursing instructors. The course was extremely well-received by the participants. The preparation of additional experienced clinical nurses to serve as adjunct clinical faculty will help to ease the nursing faculty shortage.

The following are general questions relating to the administration of the Song-Brown Registered Nursing Education Program:

1. Do you have any concerns about any of the following processes established for the administration of the Song-Brown Act?
- | | | | |
|---|------------------------------|--|---|
| a) The application for Song-Brown funds: | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | N/A <input type="checkbox"/> |
| b) The oral presentations to the Commission: | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | N/A <input type="checkbox"/> |
| c) The contract process: | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | N/A <input type="checkbox"/> |
| d) The invoice process | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | N/A <input type="checkbox"/> |
| e) Staff's ability to provide technical assistance: | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | N/A <input type="checkbox"/> |
| f) RNSA methodology: | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
2. Is there any information about the Registered Nursing Education Program not covered by the above questions that should be noted or included with this site visit report?

If yes, please comment: The Song-Brown Healthcare Workforce Training Program is a valuable resource for educational institutions. The focus on cultural competency, diversification of workforce, and serving the medically underserved multi-cultural community and lower socio-economic areas prioritizes the needs of Californians. It reinforces the importance of not only having health care workers of color that reflect our patient populations but also faculty of color to serve as role models and mentors to our gradually increasing minority nursing student body.